

TODAY'S SPEECH

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How to Talk Back to Somebody Who Is Mad

By Milton J. Wiksell

Dr. Wiksell, an old contributor to TODAY'S SPEECH, is Associate Professor of Speech in Labor, Industrial Services, and Continuing Education, at Michigan State College.

THE MOMENT YOU BECOME ENTANGLED in an emotional argument, a trap has been sprung. Furious over some insulting remark someone has made, you now feel like snapping back. Your emotions have the best of you. Whether the other's conduct was justifiable or not, you feel compelled to retaliate with all the vocal (and maybe) physical resources at your command. This is the normal thing to do.

Yes, you'd obtain much personal satisfaction by revengeful tactics. There would at least be temporary relief. Some medical and psychiatric advisors have said that getting things off one's chest serves as an important safety valve for mental health. The price one might pay for this course of action, however, could be costly. Former manager of the New York Giants, Leo Durocher lost his job as a result of "blowing up" in a fight over salary terms with his boss.

The specific problem in this dilemma is — **SHOULD YOU ALLOW YOURSELF TO ENGAGE IN BITTER HARANGUES?** If not, how can you handle yourself effectively in an embroiling situation?

STEPPING INTO TRAPS

Suppose we analyze your behavior if you are drawn into a pitfall. You have taken the "eye for an eye" course. It has been said that emotional reactions vary inversely with the knowledge you have of the subject at hand. The informed man might be aware of this theory and draw conclusions from your actions.

Some psychologists hold the view that "hitting the ceiling" reflects an immature personality. Such commotion may be excusable in the child, but not so in the case of the adult. Then there is the chance that your irrational turmoil might be interpreted as a sign of inferiority, insecurity or frustration.

Let's look at it all in another way. Wrangling with an ugly customer is certainly not conducive to clear and level-headed thinking. Your reasoning becomes as his is — clouded by unleashed emotions. Hasty and regrettable judgments could cause you to say the wrong thing. Moreover, even the best strategy fails if you "raise the roof" with your adversary in an indignant way.

Many people see the light too late. The world of

"hard knocks" is their only teacher. "If I had only kept my big mouth shut or had not made that wise-crack," they'll moan.

Today the trend is toward making life more enjoyable. The accent is on a relaxed atmosphere and comfortable surroundings. Heated argument has no place in this scheme of things.

THE IMPORTANCE OF THE OTHER FELLOW

I have had occasion to observe the speech and actions of many professional men and women. These include both supervisors and employees. Those who are really "on the ball" avoid "scenes" to the Nth degree.

The Hotel Statler management has gone on record as saying it will not tolerate an employee who argues with a customer. This organization has no doubt found that business goes down when the staff becomes too assertive. You know how you react when you observe some such action in a place of business.

What do you hope to gain by winning an argument? Bishop Fulton Sheen contends that you lose a friend by so doing. Neither can you have the attitude of those in other decades who proclaimed, "let the public be damned." You are more and more living in an interdependent society. Your acquaintance, your colleague or your boss may be called on to answer for your personal conduct as well as your efficiency.

As a case in point regarding group impressions, I'll cite Eddie Stanky, manager of the St. Louis Cardinals last year. "It's our feeling that Eddie has done a good job," said August Busch Jr., the president of the club. But the ill feeling of the fans toward Stanky was regarded as a motivating factor in his release!

TECHNIQUES THAT WORK

If you want to resist the temptation of unpleasant disagreements, respect for the other fellow's opinion is primary. Former Prime Minister Attlee emphasizes tolerance as one of the hallmarks of civilization. He claims that the civilized man abstains from wanting everyone to agree with him in every matter.

Suppose some "sourpuss" confronts you — what technique should you use? At the outset, you might try to keep a very stiff upper lip and LISTEN. You've heard the old adage — the less said the better — here is the time and the place to practice this rule.

Problems need much clarification and definition — maybe giving an irritable individual full opportunity to “sound off” will bring out some facts which might otherwise have been hidden. Ask questions AFTER your temperamental man has finished his complaint. Be fair in your appraisal. If the aggrieved person has a justifiable point of view, be agreeable and give him credit for the idea. Emphasize similarities in thinking. In this manner you will play a leading role in diminishing the disagreement rather than magnifying it. Then let some of the argument slide off your back. Quite a few people have learned that “developing a thick skin” makes them resistant to potential quarrels.

In dealing with “hotheads” do not allow yourself to become excited, exhibit anger or speak loudly. Better not be flatly frank in voicing your opinions. This would be the poorest strategy to employ and would get you precisely nowhere. Resentment would be increased. It's like Samuel Johnson once said, “All truths are not to be told.” Interlard a little sugar coating, on the other hand. It might do a lot of good.

How should you respond if some brutally frank firebrand becomes personal or heckles you with questions? I had it happen to me (as it does to many) while travelling in a train one time. To cool down this aggressiveness I used a counter question spoken in a calm manner. I proceeded to pause for a few minutes after another of his questions and veered the conversation into a different subject.

AVOIDING TRAPS

You must think quickly whenever you sense trouble brewing. To avoid stepping on someone's toes, do not explode with the first thing that pops into your mind. Above all, do not be overly positive in your attitude. And it is not only the ignorant, but very often the “know it all” among the educated who are likely to be opinionated.

The use of all-inclusive words such as *always*, *every* and *all* displays a cocksure attitude in a quarrel. Act rude, ridicule the other's comments or brush them aside as unimportant after he has made them and people will steer clear of you entirely.

You can get a man “down in the mouth” in other ways too. An excellent method is to denounce him as wrong, deal with him unjustly or tell him he doesn't know anything. Ezio Pinza, formerly a member of the Metropolitan Opera and later the star of South Pacific, would hold no verbal bouts with anyone. His reasoning is that they might be right and you COULD be wrong!

You say, yes, but can't I have my say, too? Of course! My hat is off to the one who can introduce valuable conversational contributions under fire. But the advantage you have held up to now is your listening to the other's arguments.

Since you have allowed him time to unburden himself, there is a likelihood that he yielded some in his belligerence as he went along. Meanwhile, you have

had valuable time to assemble your defense. It has been difficult to hold your tongue, but doing so has moved things along in the direction of conciliation.

What is the correct procedure in introducing your side of the case? At the outset I would say the cautious individual is reluctant to engage in troublesome disputes if he has no facts. And he will not, of course, state any opinion as if it were a fact.

If this kind of strategy proves ineffective for you personally, you should find a release for your nervous energy so that it will not get the best of you. Writing letters and then tearing them up, participating in physical exercise, practicing a hobby or talking it over with your wife will help.

HOW CAN YOU ASSIST A GROUCH?

If you can, try to understand the motives back of the man who rubs you the wrong way. Like yourself he is a human being — subject to numerous problems and failures which are “eating him up.” You must not assume these worries. Remember that sometimes it is his problem to solve even though you might be involved to some degree.

The wise person will often focus his attention on the good in people and will try to adjust himself to them. Consideration is important even among friends.

Attempting to keep things on the friendly side instead of being gruff may produce more far-reaching results than you can ever imagine. Judge Gustav L. Schramm had this to say about juvenile delinquents: “I was much impressed with the thought expressed by one after another that if there had been one person interested in them as a human being, they might not have been where they are.”

One of the best ways of helping someone in trouble is not to blame him too harshly. Rather, ease the situation by your composure and straightforward, diplomatic talk.

A person can be a man of action and principle and yet be patient. Even in the field of politics where you expect controversy, bombastic social intercourse is out of order. Sir Winston Churchill so impressively says:

“Those who are prone by temperament and character to seek sharp and clear-cut solutions of difficult and obscure problems, who are ready to fight whenever some challenge comes from a foreign power, have not always been right. . . . How many wars have been averted by patience and persisting good will! Religion and virtue alike lend their sanctions to meekness and humility, not only between men but between nations. How many wars have been precipitated by fire-brands! . . .”

LEAVING THE SCENE OF A DISPUTE

You gain respect and you bring a sense of relief to yourself and to your squabbling opponent if as you leave a “scene” you conclude with the hope you have caused no enmity. It was this policy of Ghandi's that India's Delegate to the United Nations, Vijaya Pandit, employed in the UN committees so successfully.

Should some small-minded individual not yield to your apology or your efforts to make peace and snubbs you in later meetings, do not allow yourself to do likewise. Carrying a chip on your shoulder does only harm to yourself.

Storming out of the room, slamming the door in someone's face, or hanging up the telephone receiver abruptly does not pay off either. It is as Senator Stuart Symington says — you must keep the lines of communication open. He contends that as long as negotiations continue, there is a chance of reaching an accord.

CONCLUSION

The intelligent man will devise other skillful tactics, such as:

1. Restating the other person's problem, making certain you have the complete picture. (Too often trouble is caused through misunderstanding of words and ideas or not telling the whole story at a time when something can be done.)
2. Saying calmly that you do not agree with the judgment of the one concerned and change the subject.

3. Telling the one who has committed the argumentative error that you would like to talk the matter over LATER. (Sleeping on it will allow you to cool off considerably in your feelings.)
4. Selecting a time to meet which is conducive to compromise. This would be after a meal or when one is not tense or tired.
5. Choosing a meeting place of privacy, free from interruptions by telephone, gaze or hearing by other people.
6. Inviting the other individual to a social occasion. This neutral territory might be the golf course, the party or the club. These are preferred locations for congeniality.

To get along with people is important. A trouble-maker is a risk on any team. Research studies reveal that more people lose their jobs through the inadequate handling of problems involving people than for any other reason. Many realize this too late — after the deed is done. A big secret of success is the ability to work with others and above all to understand their point of view.

Persuasion and Sweet Talk

Although it might seem at first glance that *persuasion* was but *sweet-talk* to the ancient Romans, it had indeed a profounder significance in classical antiquity. A cursory survey of the development of the Latin word PERSUASIONEM will indicate the richness of the Roman concept of the art of persuasive speaking.

Despite the fact that the Latin verb SUADERE was constructed from the root of the adjective SUAVEM, meaning 'sweet,' 'pleasant,' or 'agreeable,' and should quite properly have meant 'make sweet' or 'make agreeable,' the verb had rather the force of 'advise,' 'urge,' or 'persuade.' A noun SUASIONEM, which was, in turn, formed from that verb with the suffix -SIONEM meaning 'in the act of,' signified 'advice' or 'persuasive eloquence.' SUASIONEM ultimately gave the English word *suasion*, which is archaic except in the phrase *moral suasion*.

In addition to the simple Latin verb and noun forms mentioned above, there developed those

preceded by PER-, a prefix which included among its definitions 'through' or 'throughout.' The resultant verb PERSUADERE arose from the idea of 'advise through [from one viewpoint to another],' and signified 'bring over by talking,' 'convince [of the truth of something],' or 'persuade,' while the noun PERSUASIONEM meant 'convincing,' 'persuading,' 'persuasion,' or 'conviction.' The forms with PER- entered, probably by way of the French, into the English language, where they have maintained themselves to this day.

Anyone who wishes to speak effectively might well recall the etymology of *persuasion*. If he makes his speech pleasant, convincing, and as eloquent as the situation demands, he will merely demonstrate some of the fundamental ideas underlying PERSUASIONEM. If he shuns excessive eloquence, he will avoid one of the pitfalls into which Roman oratory finally tended to fall.

Hugh H. Chapman, Jr.

The Pennsylvania State University

An Open Letter to Ogden Nash

By Carol Jungman

Books on communication, Miss Jungman reports, are sometimes singularly uncommunicative.

Dear Mr. Nash:

Once upon a time, in fact right now, there is living a guy named Charles Morris,
The very thought of whom gives me the creeps as does Karloff — Boris.
Now, this guy Morris is quite the one for getting himself involved in all sorts of peculiar antics,
So, one day he sat down at his desk and dashed off a book on Semantics.
The name of this book is *Signs, Language, and Behavior*,
And it makes less sense to most people than does the native tongue of Cugat — Xavier.
Now, in order to understand the book one must understand the author,
Which is often quite a bauthor.
We must remember that Mr. Morris uses his own unique set of terms, so
That here is our beginning to a comprehension of that which makes us squirm so.
Let us remember that human beings and other vertebrate creations
Always react differently to each other and other things in different situations.
Also, we are all seeking goals at some time or another, Whether it be a dog after a bone, or a little child looking for its mother.
Organisms respond to stimuli — at times an annoying habit,
So does a dog, when conditioned at the sound of a buzzer, drool at the thought of rabbit.
Therefore, let us say for the sake of clarity (And I'm not trying to quote in a manner too parrot),
That the buzzer is a sign to the mutt
Or Interpreter, who may be a nut —
But responds to the sound
By dragging his wiggling snout over the ground.
This disposition to respond to the buzzer
Is called the Interpretant — for some reason or anuzzer.
The rabbit, or food in the place sought that permits the completion of the response sequence to which the dog is disposed, is called the Denotatum,
While the condition of the bunny of being an edible bunny is called the Significatum.

Hold in mind that this system isn't unique to our four-footed friends —
It also applies to good old Homo Sapiens.
Well, sometimes Mr. Morris is peculiar
Seeming to be trying to fool yer,
And to this I've often listened —
He defined his terms, not by telling you what they is, but by telling you what they isn't.
It's just like saying that
A dog is a dog because it isn't a cat!
Mr. Charles Morris, I'm sure,
Takes a fiendish delight in being obscure.
However, he tries to make clear to avoid argument
That words definitely are not the things they represent.
The sound of the buzzer is not the rabbit at all,
But is to the dog a means of recall.
Suppose I down to the Rathskellar marched
And tried to drink the word "beer" — my throat would be parched.
You can easily see that in this age of disillusion
We must make an effort at avoiding such confusion,
By having every one demanding
A means of common understanding.
I could call a table a horse
And just as long as everybody else knew what I meant by horse, they would smile and nod and say "of course".
Sometimes people lose their minds
Because they can't tell *things* from *signs*.
They call these people psychopathic cases
Because at some time or another they got their signs mixed up with sign bases.
So, Mr. Nash, you can see that Mr. Morris
In his book of semiotic horris
Makes a plea terrific —
That from the Atlantic, the stern and rockbound coast of Maine, all around the Great Lakes, through the magnolia-scented South and fields of boll weevils, all the way to the Golden Gate of the Pacific —
We must learn to be specific.
I hope that this epistle has not been unduly
Long or poetic, I remain yours truly,

CAROL JUNGMAN

"Nothing seems so cheap as the benefit of conversation; nothing is more rare... There is plenty of intelligence, reading, curiosity; but serious, happy discourse, avoiding personalities, dealing with results, is rare." Ralph Waldo Emerson: *"Clubs," Society and Solitude*.

How Long Should You Speak — And Why?

By Ralph N. Schmidt

Dr. Schmidt (Utica College) teaches many adult speech classes, as well as college courses, and is an ordained and practicing minister. He discusses "time limits" as frequent speakers to community groups really do encounter them.

HOW LONG SHOULD YOU TALK — and why? My son's favorite answer to this question is: "A good speech is like a woman's dress — it should be long enough to cover the subject, but short enough to make it interesting." This answer, of course, is not original with him. It is not at all improbable that you have heard it before. Yet, it *is* a good answer. A good speech *is* long enough to cover the subject *and* short enough to be interesting!

This answer implies that no universally valid reply can be given to the question "How long should I speak?" It suggests that each individual speaking situation must be evaluated on its own merits, and that the subject selected should be one which can be narrowed down to a topic which can be adequately developed in the amount of time available — whatever that amount of time may turn out to be.

Let us assume that you have been asked to speak to one of the local service clubs in your community. You have been told that the meeting begins promptly at 12:15 p.m., that the dinner and incidental announcements are usually completed by 12:55 p.m., and that necessary business seldom lasts longer than 1:00 p.m. You are also told that the meeting is adjourned promptly at 1:30 p.m. because the members have business commitments to meet and professional appointments to keep. It would appear from the information given to you that you have a maximum of 35 minutes and a minimum of about 25 minutes for your presentation. *How long should you talk?*

Under the conditions outlined above, I would recommend that you talk until 1:29. Do I hear you muttering something like the following? "That's a smart aleck answer. How do I prepare a speech to end at 1:29 when I don't know for sure at what time I am going to begin that speech? I might be introduced and given the floor at 12:55, at 1:00, or at any time before or after those mentioned times. Why, I've had the sad experience of being introduced at 12:45, and the even worse experience of being introduced at 1:20. How can I prepare a speech under such circumstances? *WHY* should I talk until 1:29 under those circumstances?"

Let's see if we can answer your objections. You should complete your presentation at 1:29 in order to achieve the objective or objectives which you had in mind when

you accepted the invitation to speak and when you decided upon the particular aspect of the subject on which you would speak. Unless you are an exceptionally able and effective speaker, it is next to impossible to communicate ideas to an audience which is eager and anxious only to get away from the room and to keep previously made appointments and commitments. The minute 1:30 arrives, your audience leaves — mentally (if not physically). So why try to go beyond that deadline?

Those men (or women) out there in your audience — aren't they the ones whom you wish to reach? Are *they* responsible for the lack of time available to you? Did *they* schedule that visit from a visiting dignitary of the club? Did *they* ask him to "say a few words" — which stretched out into fifteen or more long minutes? Are *they* responsible for the caterer's failure to serve the meal on time? Are *they* responsible for that long-winded committee report which consumed much of the time that had been allotted to you! Of course not! Then why penalize *them*? Why make them miss appointments? If you respect the adjournment time, they will respect *you* — and their favorable response to you will predispose them to accept favorably the ideas which you present, even though you don't have as much time to develop them as you planned!

Adaptability is the key to making your talk long enough to cover the subject adequately, yet short enough to be interesting! How does one adapt to an indeterminate time limit? By using the following techniques: (1) Prepare your talk for the *optimum* length; (2) Provide illustrative materials and ideas which are *expendable*; (3) Provide illustrative materials and ideas which are *supplementary*; (4) Keep open the question of whether to have an *open forum* period.

In the hypothetical case of the service club above, where you have a minimum of 25 minutes and a maximum of 35 minutes, what is the optimum length for your speech? I would suggest twenty minutes. Service clubs usually have less time to give to the speaker than they anticipated. Unexpected notices, reports, visitors, etc. encroach upon the time of the invited and scheduled speaker. Twenty minutes is about all the time that you will really be likely to have. Suppose that you have more time? Suppose you have twenty-five or even thirty minutes at your disposal? Remember that no one

objects to having a meeting end a few minutes earlier than scheduled! Remember also techniques 3 and 4 above!

In using technique 4 (the open forum period) the speaker concludes his prepared twenty-minute talk in words something like the following: "Of course, any treatment of so important a problem in the short time permitted by a meeting such as this will necessarily neglect some aspects of the situation. I have tried to bring to you the facets of this vital matter which I felt would be of greatest concern to you. Because I knew that my presentation could not be complete, I purposely restricted my remarks so that we might have a few minutes in which we could discuss in an open forum those aspects of the problem which I did not touch upon in my talk — or upon which you would like to have additional information. Mr. Chairman, I should be most happy to entertain questions from the floor at this time. . . ."

If no questions are forthcoming, the speaker can conclude by saying something like this: "There seem to be no questions. It may be, however, that some of you have personal questions which you would like to discuss privately. I will be happy to do so with you immediately upon the adjournment of this meeting. Mr. Chairman, the meeting is now yours." Another possibility is to say: "No one seems to want to open the discussion. I am quite sure that many of you are concerned with *this* aspect (name it), and I should like to give you this information about it." (Give it, and conclude with the invitation for private consultation.)

Suppose you don't want to risk an open forum? Use technique 3. Add illustrations and examples to each of the main points of your prepared optimum talk, thus extending its length *or* add another main point to your prepared optimum talk. This might be done in words

similar to the following: "These then are the three most important aspects of our problem. These must be solved if we are to make any progress at all. In addition there are several related aspects, the most intriguing of which is (name it and develop it.)"

What if you don't have twenty minutes in which to present your talk and the program chairman assures you that "The members will be glad to stay beyond the 1:30 p.m. deadline. Don't worry about the length of your presentation!" Don't let yourself be misled. Use technique 2 and technique 4. Delete from your prepared optimum talk those illustrative materials which are safely expendable, or omit that entire main point which you felt as you prepared the speech might be sacrificed without destroying the effectiveness of your presentation. *Then*, offer to remain and conduct an open forum with and for those members of the club who wish to stay *after* the meeting has been adjourned.

And, what, finally, do you do if you have ten minutes or less in which to present a talk designed for an optimum length of twenty minutes? Use a *new* technique. Thank them for the invitation to speak. Be pleased at having been with them the past 65 minutes. Explain that you can't do justice to your topic in ten minutes or less; that you know how important are the previous commitments which they have made for 1:30 p.m. and immediately thereafter; and that you would be happy to return at another mutually satisfactory date when there will be more time for an adequate consideration of your topic.

This little talk on your part will take from two to four minutes, there will be only six to eight minutes before the normal adjournment time. The majority will be happy. The program chairman may not be, but your reputation will be safe with the rank and file members of the group. And, you may (just possibly) have made easier the task of succeeding speakers!

THEY STILL HAVE TO BE DELIVERED

The Reverend Henry Ward Beecher — he whose sister wrote *Uncle Tom's Cabin* — reminded the divinity students at Yale that even a well-written speech (from whatever inkwell it comes) will fall sodden upon a drowsy audience unless it is well delivered: "You know how beautifully some men write, and how poorly they deliver; how well they prepare their materials, and yet their materials when prepared are of no force whatever. They are beautiful arrows — arrows of silver; golden-tipped are they, and winged with the feathers of the very birds of Paradise. But there is no bow to draw the arrows to the head and shoot them strongly home, and so they fall out of the sheath down in front of the pulpit or platform."

PUBLIC DISCUSSION IN INDIA

By Egbert S. Oliver

Dr. Oliver, Professor of English, Portland State College, writes of discussion practices in India on the basis of wide attendance at many meetings in every part of India, during his two appointments as visiting Professor at Amednagar College (1955) and Osmania University (1956-57).

ROBERTS' RULES OF ORDER do not seem to be part of India's public life. There are obviously some conventions for conducting public meetings, but I have never heard any published decalogue or ten commandments referred to or appealed to. The discussion meeting may get stormy and somewhat chaotic at times, but what happens seems to depend on the vigor and determination of the chairman.

The chairman is in charge of the meeting. I have heard a dozen people clamoring and shouting at once for the floor and the attention of a group while the chairman seemed somewhat baffled and confused about what to do. But when the chairman decided what to do next, the meeting gradually subsided into relative calm and the discussion proceeded. On occasion I have seen the secretary take over from the chairman — on his own initiative — and restore order. Also I have seen some one member of the group take control and restore order when the chairman seemed unable to control order. But the principle still seems to be that the meeting is in the hands of the chairman — but without any such bulwark as Roberts' *Rules of Order* to appeal to or fall back upon.

Accustomed as I am to the formalities of Roberts' *Rules*, I have often been at a loss to know when an order of business was finished, or even what had been decided; but that doubt seemed not to be generally prevalent.

On one occasion I was presenting the syllabus of my seminar to the responsible committee of the university, a group of eight or ten, of whom my good friend and colleague of our English department was chairman. The group felt that I had expected too much of the students and they wished to cut the offerings. Someone would suggest, "Drop Howells," or "Drop Hawthorne," and in a casual and unconcerned way a few heads would nod or people would look expectantly at me, or pencils would scratch an item. I left the meeting feeling a little baffled and dismayed. I did not get the syllabus I wanted and I did not quite understand how decisions had been reached — as to why Frost instead of Robinson or why O'Neill instead of Faulkner.

Later, after attending further meetings, I got on to one rule of the game — apparently a cardinal one:

when anyone says anything that you do not agree to, protest at once — and let your noise and the emotional heat of your protest be in proportion to your disapproval. Thus I have seen one person's vigorous protest prevent a plan from being adopted which seemed to me to accord with the wishes of almost everyone except the vigorous protestor.

For votes do not seem to be taken in the sense that people's hands are counted or "ayes" and "noes" weighed in the balance of the chairman's ears. I have not been present at any meeting of Indians at which a vote was taken and the count announced and recorded by the secretary. Even so I have been at many meetings where resolutions were adopted, decisions agreed upon, and actions decided.

It does not appear to be standard procedure for someone to make a motion, for the motion to be seconded, amended, discussed and then weighed in the balance of aye-no votes. It is more common for the chairman to call upon someone to present some issue. Then, as protestors struggle to get their protests to the center of attention, the issue as presented is somewhat modified by the pressure. As order is gradually restored and silence takes the place of dissent, the issue seems to be decided. The chairman does not announce the result or affirm that it is accepted and ordered. He just calls upon someone else to present another issue.

The nearest I have seen to an American counterpart of the Indian discussion meeting would be a meeting of the American Society of Friends, or Quakers. The Quakers do not as a rule explode into the periodic outbursts of chaos which are customary here; but they do often have a "sense of the meeting" agreement rather than a vote.

I attended the All-India English Teachers' Conference in December, 1956, where for three days decisions were being taken regarding the attitude of this important group toward the future of English language and literature study in India. Although resolutions were given to the press and memorandums were sent to governmental agencies, to the best of my knowledge no votes were ever taken.

At one place in the proceedings, following two hours or more of heated discussion amidst sharp differences

over the content of recommended course structure for the study of English, someone had asked for a vote. It was as though someone had asked for the scalp of a grandmother. Shouts of "No vote" filled the room. It were as though to vote were to irreconcilably divide the conference for all time to come.

There were visible signs of the way this procedure without voting can bring doubt. On Friday there was real dispute about what had been decided on Thursday. Also there was protest against bringing up the matter on Friday, on the grounds that it had already been decided on Thursday — even though opinions differed as to what, if anything, had in reality been decided. Of course this all led to an hour long wrangle over what to do. The chairman was not the kind of forceful man to speak and to prevail. For my part, I wished for the clarity of a *Rules of Order* meeting; but undoubtedly in that thought I was decidedly in the minority. The English faculty members from all of the Indian universities could be vocal and they could differ, but they did not (and I cannot make this too strong) want the disgraceful procedure of dividing the house.

I am reminded that the Chief Minister of Bombay State left his office and refused to serve for a further term because the Congress party divided and voted on the matter of his election. He was the successful candidate, receiving about three-fourths of the votes; but he refused to accept the post. A vote had been taken, the party was divided; he was not the unanimous candidate and he would not serve. And he did not serve.

No public meeting in India is complete without what is called "the vote of thanks" — but no vote is taken. The vote of thanks is a talk, a speech, an oration, a peroration — or a series of talks or speeches or orations.

A man who is to give a forty-five minute talk to an Indian audience may — though this would be a rare occasion — be introduced with an hour long talk that does not in the least introduce him, and be followed by an hour and a half talk which is billed as a vote of thanks but which does not thank him. That is, every occasion at which one speaker appears calls for at least three speakers — and the three speeches may be quite unrelated, depending on what the three have on their minds that they want to unload.

Introductions here in the main do not introduce. I have not heard in India a good speech of introduction. The occasion is required and someone always does his duty, saying a few more or less relevant remarks or making a speech on his own — even on the topic of the speaker's address — before "requesting" the speaker "to address us." There is apparently little conception of the important link of preparing the way and of uniting

speaker and audience. The shortest and most direct introduction I have encountered here was the simple and direct statement: "Professor Oliver will now address us in American English." I am not sure that that wasn't the best introduction — because the shortest — which I have heard here.

The "vote of thanks speech" varies according to the proclivities of the deliverer. It may be, as was one I heard yesterday, an occasion for the one delivering it to bid farewell to the community, almost forgetting entirely to thank the speaker. It may be a summary of the main speech, or a footnote to some part of it, or an opportunity to object to some part of it, or it may be an entirely new speech, little related to what went before it.

Or it may be a gracious and courteous occasion of hospitable charm — which it frequently is. I must say that I remember with deep gratitude some of the friendly and charming remarks which I have been privileged to hear from persons selected to carry the vote of thanks at the conclusion of my own talks. Such poise and ease of manner as the charming Indian gentleman can bring to this occasion is little less than a marvel.

Even if the Indians have not learned the art of introducing a speaker, many of them are proficient at saying the appropriate and kindly word of thanks gracefully — and almost endlessly. I have been told that the Indian conception of the speaking art is to spin out a little as near endlessly as possible. The best example I have in mind of the vote of thanks *ad infinitum* was the marathon at the close of the All-India English Teachers' Conference. It took place around the tea tables. Seven different speakers gave thanks — and everyone was thanked. It lasted by my watch and actual timing one hour and forty minutes — all thank you, with various inflections.

I know a public figure here, a polished speaker and distinguished engineer and administrator, who has a real flair for speaking in the dramatic vein. I once heard him recite the *ABC's* seven times, within the framework of a story, holding an audience spellbound in the process. It is a gift of the gods cultivated into an art. That is what the Indian often makes of the opportunity to close a public meeting by giving the vote of thanks.

There can be no doubt but that the speech and discussion habits of India differ from those of the United States. It is probable that there is some connection between national character and national speech patterns. I believe that a study of the psychology and sociology of Indian public discussion and public speech habits would throw some worthwhile light on India's role in present day world affairs.

BRINGING FIGURES TO LIFE

By Howard T. Hill, Jr.

Mr. Hill, from Kansas State (M.A., Penn State), illustrates how statistics may be used with vivid effect by public speakers.

DID YOU EVER WONDER whether or not you should use statistics in a speech? If you have, was it because they seem so hard to use effectively, or because some speakers make it seem so difficult? You can use them, of course, and the methods are really easy to master.

Recently, I undertook what seemed to be an easy task — finding statistics vividly used by prominent speakers. *Vital Speeches of the Day* seemed the logical source. But while there were statistics galore, those which were vividly used were few and far between. Some of the quotations are taken from *Winning Orations*, publication of the Interstate Oratorical Association, and I must admit that these college students seemed to have, overall, a better grasp of the vivid presentation. Obviously not an inherent ability, the dynamic use of statistics can be learned, as those of us who teach speech courses can testify. And well used statistics are impressive and powerful proof.

Walter P. Reuther, in his speech of October 24, 1950, "A Total Peace Offensive," covered a great deal of ground in a few words and made figures meaningful in a unique way. "World War II," he said, "when fully paid for, will cost the American people \$1,300,000,000,000. The \$45,000,000 which President Truman requested for the first year of Point IV, and which the men of little faith sought to block, is equal to the cost of just one hour and thirteen minutes of World War II. We could spend \$45,000,000 every year for the next 30,000 years and still spend only as much as World War II cost the American people. The entire cost of T.V.A. to date has been less than the cost of fighting World War II for one day."

One of the men who is more deeply involved with statistics than most of us is George Gallup. On April 14, 1953, he seemed concerned about Americans and books. In his speech, "Mass Information or Mass Education," he said:

This lack of interest in books is reflected by the number of book stores in the United States. In this country, about 1450 stores sell a fairly complete line of books. In Denmark, whose population is just about half that of New York City, there are some 650 full-fledged book stores. If we had the same proportion in this country as Denmark, we would have not 1450 book stores — but 23,000....

In the United States there are about 7500 free public libraries. In Sweden, a nation only one twenty-fifth the size of the United States in population, there are 6500 free public libraries. Or to

put this comparison in another way, the United States would have to have not 7500 libraries — but 150,000 to equal Sweden.

One use of statistics is a build-up of an overpowering impressiveness. Kenneth De Courcy, editor of *Intelligence Digest*, spoke on "Russia's Next Move," December 15, 1950:

You know, of course, some of the fundamental, basic figures of Russia's strength... how she has concentrated on her submarine fleet which is now about 320 strong and will, by 1952, number about 500 strong, how she has four and a half million men under arms to make up, without mobilization today, 175 divisions, without the aid of China; how a potential of 20 million men is available, without China, which would make 600 divisions in case of war, how she has a vast tank output and about 50,000 tanks at the moment.

Here the parallel construction and impressive figures are striking and vivid evidence of Russia's might.

"If statistics are cumbersome or unfamiliar, apply them to something your audience is familiar with." How many times have beginning speech students heard this? Here is an example of this use by Wheeler McMillen, in his speech July 3, 1953, "Can — and Should — Farmers Stand On Their Own Feet?"

The one outstanding reason for asserting that farmers can stand on their own feet, shortly if not immediately, lies in this fact of population. Every twelve seconds agriculture is getting a new customer for about 1600 pounds of food a year. Every three months American farmers have added to their market about as many new customers as now live in this city of San Francisco. More than two million new mouths each year clamor to be fed three times a day. We are now 160 million Americans with the 200 million mark not far in the future. These new customers bring into the country with them no new land to farm.

Take a look now at the college orator. In the following quotation, parallel construction, testimony and strikingly vivid statistics are entwined to paint a rather stark picture. The speaker is William D. Sample (M.A., Penn State). His speech, a winning oration in 1949 in Pennsylvania, was titled "What You Don't Know — Does Hurt!"

The problem stated in its simplest form is the deplorable lack of knowledge and understanding we Americans have concerning sex.

One out of over three marriages ends in divorce.

Fifty thousand high school girls each year bear illegitimate children. Every forty-three minutes of the day and night some American girl is raped....

I'm afraid of the future. I'm afraid when I hear that last year 600 girls and boys contracted venereal disease in Cleveland, Ohio. I'm afraid when I hear the Federal Bureau of Investigation cite one hundred eighty-one percent increase in the arrests of rapists since 1937.

I'm afraid when I hear that D. L. M. Terman has stated that, "The trend toward premarital sex experiences is proceeding with extraordinary rapidity, and if the drop should continue at the average rate shown, virginity at marriage, for men marrying after 1955 and for women marrying after 1960, will be close to the vanishing point."

I'm afraid when I hear the prediction that one of every two marriages after 1958 will end in divorce. I'm afraid when I hear that Dr. Kinsey estimates that seventy percent of the nation's married men patronize prostitutes.

I'm afraid of the future for myself, for you, and for our nation.

Or consider the effort by Joe Greenleaf of Cornell College in his speech, "Dikes," to explain a figure larger than we can comprehend.

How much is 140 billion dollars? Well, first, it is the amount that we have sent to foreign countries to aid their fight against Communism...it's

the amount we've channeled toward international dike building. But how much is 140 billion? I have no idea. I know it's \$3.25 for every second since the death of Christ. I know that it would make a stack of silver dollars over 230 miles high. And I know that it represents a cost of \$875 for every living American...a sum that some day must be transferred from the pants pockets of Joe Citizen to the Treasury vest pocket of Uncle Sam. And I know that \$875 ought to be enough to equip the taxpayer with two additional ulcers, at no extra charge. But how much is \$140 billion...it is a sum too large to imagine, too great to be counted, too huge to repay in your generation or mine. But that's the sum we have given away during the last few years.

Statistics do many things. These have been examples of just a few. They are useful — sometimes needful — but they need not be dry. By relating them to percentages or common interests or more easily understandable material and by interrelating them, they take on new meaning. Combined with examples, parallel construction, or imagery, statistics take on vividness and can cause an audience to perk up, listen, and absorb the full blast of the statistics' power.

Combined with the ethical responsibility to use statistics honestly, we as students, teachers and speakers share the equally important responsibility to our audiences to use those same statistics effectively.

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Maneuverability — A Skill Every Speaker Needs

By M. C. Golightly

Mr. Golightly, Instructor in Brigham Young University, reports on his experience in using, and teaching, the art of maneuverability in speech.

PUBLIC SPEAKERS OFTEN FIND THEMSELVES changing the material content of their speeches in order to catch the temporary interests of their audience. They are urged to "tie in" their message with the audience mood of their listeners. In my own teaching I have found this to be true; I think that as teachers and as speakers, we need to prize and to develop the great virtue of maneuverability.

In a high school speech class recently, some questions I asked my students about one of the oral assignments provoked some comments about safety and law enforcement. Several students' friends had just been cited for speeding and another friend had survived a serious car accident, caused through carelessness. Members of the class were commenting vigorously in objection to the manner in which these people had been apprehended. They attacked the policemen unmercifully in their comments, defending the students, even though their knowledge was greatly limited; few if any, upheld the purpose of the law in apprehending the violators. "The policemen were hasty and discourteous," or "The other person involved had been the careless one." The main contention was that law enforcement was "for the birds," and it was this last idea which I found too dangerous to leave suspended in hostile company.

Because I felt their final concept of law and its enforcement could be permanently distorted if not clarified and because every member of the class was contributing to the discussion, I decided to abandon for a time my planned unit of study on Interpretation and suggested that we go immediately into Group Discussion, using Law Enforcement as our topic. They were unanimously in approval and I assigned their first work: Exploratory research on the subject: WHAT IS WRONG WITH OUR LAW ENFORCEMENT? Because of a change in attitude in my classroom, I had maneuvered my students from one unit of study to another.

In two table discussions following the assignment, the police force became the point of issue, and the outcome resulted in its being named as the instigators of resentment. The students berated the officers for almost everything, little realizing their criticism was unjust and without foundation. When I asked them to justify their comments, many of them were found baseless; they then listed their main objections as follows:

1. The offender often is not allowed to justify himself to the officer for his actions.
2. Often, the offender is approached by the officer

as though already tried and convicted of the misdemeanor.

3. "Telling it to the Judge" is not an adequate expression for situations, as feelings of their guilt is assumedly concluded by the arresting officer.

Unless they were able to feel that such discussion was valuable in moulding their concept of democracy in action, they would look upon this experience as "busy work"; so I asked them to discuss for the next assignment PROMOTING COOPERATION BETWEEN OFFICER AND CITIZEN, and to formulate some definite ideas basic to their own points of view.

The results of the next discussion period enlightened and inspired the classroom to accept certain ideas heretofore unacceptable. New suggestions were evidence that such time spent had been most profitable, because the class arrived eventually at the point of attempting to find ways to further a cooperative feeling between the citizen and the enforcer. One of the suggestions which I thought constructive was that the officers should let it be known among the young people that they were friendly and desired to help them, not only to apprehend them. It was suggested that a trophy to the student contributing to traffic safety in the current year, or an award for the most outstanding traffic oration or debate team, to be judged by members of the force, would help overcome public apathy. Several policemen came to our classes, talked to us and explained their purposes and some of their common mistakes; then they were included in group discussions, and facts were brought out which enlightened both police and students.

As a final assignment, they were asked to write a paper on whether they thought such a procedure had been beneficial to them. Would they like to do this sort of thing in other classes? Results were overwhelming; they *were* interested. Several students, who were not too enthusiastic about their typing classes, persuaded their teacher to have some group discussions on the importance of typing skill in a career. The teacher, reluctant at first to depart so much from her accustomed manner of teaching, agreed to give it a try and after three days, in which they had professional stenographers come into class with their ideas on the importance of typing in their field, and interviews with prominent people in the community who had been aided by their ability to type well, the teacher reported a definite rise in academic interest and accomplishment.

Between classes, the students gathered in groups, coordinating their ideas and interests, and when we re-

turned to our Interpretative unit, I noticed immediately, keener, more mutual attention, a real desire for an understanding of purposes and techniques for interpretation. Somehow, the understandings and knowledge learned from one unit, carried over into another, showing me that the full value of learning experience is realized when it is put to action for solution of problems at hand.

Another time, in a beginning class of Debate, I was attempting to explain some of the issues concerning our problem, WHAT SHOULD BE THE FOREIGN TRADE POLICY OF THE UNITED STATES, when I noticed that my audience was not with me. I felt I was doing everything possible to sustain their interest, but there was no contact; they were physically present, but their hearts and their minds were vacant. I asked some questions and from their replies sensed that I must change my approach or that unit would be a long and laborious one.

A member of the class indicated that the subject was too technical; in attempting to understand both the problems of a foreign trade policy and the rules and techniques for debating such a subject, they were lost. I could see then that I should have to concentrate on first one and then on the other — but how? It is so much more effective to use an actual problem as an illustration in demonstration of the debate technique.

Then another blandly suggested that, to begin with, we debate something less technical. This evoked a new interest from the other members and in the spirit of the occasion, I suggested we debate whether bachelors should be taxed to support unmarried women. They were delighted with the proposal! As I continued to explain how to debate, I began to build an imaginary case on that subject, and before the bell rang we already had several teams organized — eager to debate on the next day. Their lack of reaction and interest caused me to maneuver into more effective means; the unit was a great success, and many of the students became exemplary debaters.

In any situation where listener and speaker are concerned, the listener becomes learner and the speaker — teacher; this is especially true when new facts and ideas are being assimilated by the listener. As every member of an audience is an innately sensitive individual, reacting to everything that occurs, so is the student in the classroom; and they both react by *doing something!* If teacher or speaker has been successful in his expository approach and has set free in the listener's mind the provocative butterfly of curiosity, through a stimulating procedure, we are assured by what he does that our efforts have been conceptually valuable to him. If the stimulation is deep enough, the stimulus becomes a course of action which brings experience and will, through his own efforts (and through ours!), lead him into learning of lasting character. Experience is, after all, the best teacher — if a student's concepts are sharpened against the edge of reality, ana-

lyzed realistically, and reacted upon in the field of experience and comparison.

This is also true of the speaker. Audience interest is a transient wanderer; speaker and teacher would do well to outline materials in such a manner as to catch this interest with a particular phase of the proposed learning at a time when the audience is most susceptible.

Not ordinary procedure, this idea may be found objectionable by many teachers who think we might be opening a back door to poor discipline and confusion by catering to classroom whims through fluctuation in our methods. Let us assume that deviation from a normal classroom procedure should be *temperately* maneuvered. The Algebra teacher, stopping three times a week to discuss segregation, or the English teacher interrupting grammar terminology to allow discussions on movie trends, is a ridiculous illustration of the use of maneuverability — unless the discussion of segregation led to numerical factors useful in arithmetical areas, or unless movie trends were channeled towards areas where a relationship was established between the discussion and grammar problems.

We are concerned in these times with integration of different learning concepts so that individual learning units are part of a whole or total concept of intelligence; yet some excellent teachers are seemingly dogmatic, reluctant to humanize their subject material for particular age-level digestion. There are still many of the "old school" traditionalists in education, who claim that most of our modern educational methods are more experimental than beneficial; perhaps they are, and because of this we are bound to make some mistakes. Perhaps we are not yet realistic enough in our approach to better learning to realize that what is ideal in one learning situation is not ideal in another.

If each teacher could imagine himself to be the only teacher in the world, having no previous knowledge or techniques or traditions by which to establish his methods, then he should have to determine for himself a course of action suitable to the needs of the students. The good speaker knows his audience and conforms his message to their needs and, when possible, their desires. It is reasonable to expect that a good teacher should do the same. He should have to experiment a little, become acutely aware of the total effect of his teaching by observing carefully the response brought forth in the learner; he should have to maneuver a great deal because he would be alone in his work — answering to himself for its success or failure. But we are fortunate; we do have our inheritance — of good teaching and of poor. With these philosophies, tried and activated, we can build our own structures in speaker-audience relationship. As long as we remember that the objective — good citizens with useful knowledge — is worth any chart of navigation, we can become masters in the art of maneuverability.

IF IRVING LEE WERE HERE?

By Elton S. Carter

Dr. Carter, of Penn State (Ph.D., Northwestern) introduced our readers to General Semantics in the April, 1956 issue, with his article, "Making Progress with Speech." Here, in an imaginary conversation, he carries the discussion forward.

IF IRVING LEE WERE HERE, today, and if Wendell Johnson introduced him, Johnson would say (as he said in his obituary of Lee): "In humanity's most exacting profession, Irving Lee is eminently successful. He is one of the great teachers of our time. His ability to order knowledge and to clarify its significance is extraordinary. His capacity to inspire his students with a zeal for learning is remarkable. And as an agent of integrity and intellectual honesty his influence has been and will continue to be tremendous. Irving Lee works incessantly to discover the best, according to his lights, that has been thought and created by his predecessors and his fellows, and to improve upon it for the benefit of those whose lives he touches. Among his particular achievements, one of the most significant is to be seen in the pervasive effect his writing and teaching have had on the field of speech education and public address. He is playing a major role in bringing about a greatly heightened sensitivity to the semantic dimension of human discourse."¹

If Irving Lee were here today and you asked him the following questions, he might give you the following answers:

The first questioner says: That phrase Wendell Johnson just used — the *semantic dimension* of human discourse — Dr. Lee, What does that mean?

Lee says: I don't know what Wendell Johnson meant by it. Shall we ask him?

The first questioner again: We could, of course; but I still wouldn't know what it means to *you*, would I, Dr. Lee?

Lee: That's correct, you wouldn't. So I'll tell you. To me, the semantic dimension of human discourse involves at least three broad areas with somewhat different purposes. "The one, let it be called the linguistic, is focused on the language as an artifact and deals with questions like these: What are the languages? How are they related, developed and differentiated? What are the constructions peculiar to each and to all? How are the elements of a language to be analyzed? What is the history of individual words? What modes of expression achieve and are denied status?

"The second [broad area], let it be called the behavioral, is focused on the language as an adjunct to or as an aspect of behavior, and is concerned with such questions as these: How do people learn their own or a new language? How are words recognized, learned,

remembered, forgotten? What are the neurological, physiological, anatomical, sociological, [and other] components of the speaking, reading, writing, listening process? Where and how do people differ in the above processes? What is the relation of language to all the other symbolic forms?

"The third [broad area], let it be called the general semantic, is focused on the language as it is involved in human evaluation and as it is related to the facts it is intended to represent."²

Then questioner two says: I thought semanticists were interested in language and meaning. But what you said just now about human evaluation makes you sound like a philosopher or a psychologist. Aren't you interested in the *language* we teach?

Lee: Yes, I am. And I am interested in the questions about language dealt with by "the grammarians, phoneticians, psychologists, pathologists, rhetoricians, and teachers of English.

"But they have not exhausted the problems of language. There remain almost as many [questions]. When does language become reliable? Why do people so often misunderstand each other? How much of anything can anyone talk about? How can our language habits be brought up to date to fit the most advanced findings of science? What are the methods of definition? Does silence have any value? What about prophecies, prejudice, and propaganda? What uses of words breed conflict? What characterizes the speaking of men who appear cynical, cocksure, and overly certain? Is it possible to speak without bias and partiality? Under what conditions does language make for survival, and when does it make for maladjustment? How do the little words 'is' and 'all' often lead us to confusion? Why are we afraid of using certain four-letter words in 'good company'? What are the dangers of oversimplification? How must we speak to be discriminating and critical? Is there a place for gossip, party talk, nervous chatter?"³

Does that answer your question? Lee asks.

Questioner two again: Frankly, no. But it does tell me where to find answers to the questions *you* asked, because I recognize those as the questions about which you wrote your book, *Language Habits in Human Affairs*.

The third questioner: I'm a speech scientist. So many questions — crying out for answers — stimulate me.

But they confuse me at the same time, because the scope is so broad and every one of your questions seems so hard to answer.

Can you simplify your approach to language for us?

Lee: I'll try. Think of it this way: "We expect our weather vanes to point to the way the wind blows, our thermometers, pressure gauges, and scales to register the degrees of heat, force and weight that exist at any moment. If these instruments, indicators, or signs fail to perform their function of representing adequately the phase of 'reality' to which they are assigned — we should hurry to replace them. In the same way, should we not expect that our language, our words be used, so that they adequately represent the facts, feelings, happenings, etc., to which they are intended to refer?"⁴

"As one takes this perspective, he may be moved to look upon the language as an instrument for use and study in very much the way an artist or technician considers his materials and tools. There is a feeling that the character of the instrument influences what is proposed."

Yet "... Is it not wiser to prod the man unaware of the evaluations embedded in his way of talking than to bedevil the black marks he puts on paper and the swirling vibrations he produces in the air?"⁵

"When the needle in a magnetic compass works, it points north. The needle is influenced by what it turns to. THERE IS NO SUCH AFFINITY BETWEEN WORDS AND FACTS. It takes a man to bring them into relation. ... It takes a man to make a map which 'fits' the territory."⁶

The third questioner again: In other words, you have an *instrumental* attitude toward language.

Lee: That's correct. Did someone else have a question?

Young lady: Yes, Dr. Lee. Somewhere — I'm sorry I don't remember where — you said something like this: "We must come to see that rhetoric without philosophy is blind, and philosophy without rhetoric empty for the multitudes of men."

Lee: That's exactly what I said — in the Preface of *Language Habits*. . . .

The young lady: Would you please comment on that? Explain it?

At this point Wendell Johnson says: May I interrupt?

Lee: Of course.

Johnson: When I travel, I often carry a few books to read on the train. This time — since I was introducing Dr. Lee — I brought along his *Language Habits*. Let me begin where the young lady left off with her quotation from memory and read to you the next paragraph that Dr. Lee wrote. (I want to do this because I think it's well written and Irving is too modest to read it himself):

"If the men of science and philosophy are without the abilities to frame their formulations so laymen can both understand and use them, we shall ever be in danger of the insurrections of the ignorant. And if the

men of business and law and politics know how to sell us their wares and their doctrines without the buttress of factuality and proper evaluation, then we shall be ever limping, slowly and ineffectually, through the mazes of indecision, harassed victims of the eternal dueling for our assent."⁷

Lee to the young lady: Is that satisfactory?

The young lady: Beautiful. But it leads to another question. What can the teacher of speech do about it? — about bringing rhetoric and philosophy together, I mean.

Lee: Three or four things, I should think.

First, a teacher of speech can recognize that his task "is ever that of giving the means by which the student can by himself discipline himself."⁸

In the second place, the teacher can recognize that "too many of our scholars have become efficient diagnosticians. . . . They have pointed to the ills and then left us without prescriptions. . . . We have need of methods — simple, teachable, and usable — by which to break through the conventionalized, stiffly resistant, and confusing habits of evaluation."⁹

And may I also point out that Korzybski's "effort to work out specific, usable, and teachable methods by which one can be trained in the means of proper evaluation is the heart of what students of general semantics study?"¹⁰

Wendell Johnson: The tyranny of the clock. . . . This discussion is so interesting to me that I hate to interrupt it; it makes me feel like a frustrated poet who can't think of a good last line for his limerick and wonders what it will be like when it's finished. Well Dr. Lee isn't finished — not by any means — yet we must leave him time to have the last word today. Dr. Lee, would you like to summarize?

Lee: If we teach the student to use "the speech arts to repeat half-truths as if they were the tested experience of the race; if [the student] blurts unhesitatingly dogmas long since inapplicable to things as they are; if he sees and talks about our complex and infinitely diverse world in the oversimplified terms of the headline; if he utters the fanciful imaginings and hopes of our pundit-prophets as if they grew from controlled data; if he moves fashion-like from vogue idea to new vogue idea without knowing more than he reads in the versions of the *Reader's Digest*; if he manipulates a series of the 'big-and-hard words' on the assumption that their mere utterance somehow gives significant insights; if he speaks with the thought that fanatical conviction and intensity of belief are substitutes for adequate information; if somehow he becomes deluded by the theory that it 'makes no difference what I say, so long as I say it subtly and persuasively' — if he does these things, then the teachers of speech will, indeed, have served poorly. For then those teachers will have given encouragement to the mighty forces which mean darkness for the world of thought and understanding and high purpose."¹¹

(Continued on Page 22)

IMPRO-DRAMA—

A New Concept for TV Entertainment

By William D. Sample

Mr. Sample (M.A., Penn State), Assistant Professor of Speech, St. Lawrence University, looks ahead to a problem Television must solve.

A DECADE OF TELEVISION ENTERTAINMENT is now in the record books. An interesting ten years that saw the rise and fall of roller derbys, wrestling, Hopalong Cassidy, Faye Emerson's neckline and ancient movies is all over.

A priceless wealth of experience, among other things, has been gained by the television industry. Now a giant, it enters its second decade as a powerful entertainment medium still unfortunately relying upon old films to fill up most of the telecasting hours. New ideas, new programs, new concepts are still scarce.

Consider that 6,000 old movies, 103 movie serials, 6,172 old short subjects, 2,737 old cartoons and 611 old TV film series are crowding the airwaves. Consider that more of the same is still to come when the "post 1948" films are released to television. Perhaps with this tremendous backlog to draw upon the television industry does not feel any immediate necessity to discover new forms of entertainment. However, the cathode tube, we know, has a voracious appetite and the public quickly tires of viewing the same productions repetitiously presented. The realistic appraisal of audience ratings tells us that there is a point of diminishing returns with films shown on television.

Soon television must find new program concepts. The pre-1948 films will be used up within the next three to four years. Of the films made since 1948, many were made in various wide screen processes and, therefore, are presently unsuitable for telecasting. Also, total production of movies since 1948 has drastically dropped in comparison to pre-TV years. Actually, television has approximately seven years left to depend upon Hollywood's past efforts. At that time a critical programming problem may suddenly emerge.

As the television industry enters its second decade it should begin preparations now to solve the dilemma. How can this problem be solved?

Obviously, there are two major routes for the networks to take. First, they may increase the number and type of filmed series and so-called feature length movies made especially for television. Second, they may increase the number and type of live telecasts and increase the length of time per program of these. No doubt the networks will take both routes. However, what will be of greatest importance to the viewing public will be the increase in live telecasts.

And of these live productions the most significant,

wherein new concepts, new ideas and new formats will be most needed, will be the public's apparent favorite — the play. Ratings rise and ratings fall, comedians come and go with the seasons, but the drama goes on forever. For example, the very few shows which can boast an eight, nine or ten year continuous national telecasting record are all live dramatic shows such as *Studio One* and *Kraft Theatre*.

In the coming years what we can expect to see is an increase in the number of live dramatic productions. Also, we may expect them generally to run longer than the present conventional sixty minutes. The demand for quality scripts will increase, but it is not so likely that the supply will also increase correspondingly. Already TV has experienced difficulties in finding a quantity of suitable scripts. Eventually the networks may resort to creating repertory acting troupes, but this would not solve the basic problem since it could only provide a temporary relief. The real solution lies elsewhere.

Networks can begin now to discover and assist in developing latent writing talent. The colleges and universities provide the best potential pool of new writers; and networks can institute effective programs to discover, then assist and help train, that talent. But this alone will not be enough.

Television as an industry is still an infant. It will continue to grow. There will be more and more stations dotting the land. In time we can expect international telecasting. The demand for more and more entertainment will continue to increase. And if the drama is desired by the public the sponsor especially will want to supply that demand. To do so the networks may well have to innovate what might be the most stimulating new concept in theatrical entertainment since the strip-tease, a *Commedia 'del Arte* company that could present *drama*, *tragedy*, and *melodrama* as well as *comedy*.

Television may become the instrument that will return the theatre to the actor and make him once more the dominant figure in the entertainment world. Improvised comedies have been a part of theatre since at least 1550 and are best exemplified today in some of the sketches done by Steve Allen on television or by the comedians found at any burlesque theatre.

Improvised comedy is nothing really new, but improvised drama is relatively a recent phenomenon. We are best acquainted with it in acting classes where use

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is frequently made of improvisational techniques. But the unification of a series of related improvisations into a full scale dramatic production is a challenging innovation.

Training actors to improvise a full three act (ninety minutes) play from a simple story line of a few sentences would be quite a feat in itself, but to add the complexities of television to this problem *immediately* would be folly. Unfortunately, this may very well be the task abruptly assigned in the not too distant future to the professional TV director and perhaps also to the college teacher-director. However, the job can be handled if enough preparation is made before the crisis in television programming is reached. Intense research and experimentation will be required if this possibility is ever to become a reality.

Happily, experimentation in this area is already underway. But research in the area of Improvised Drama must be broad in scope, diligently pursued by many, and its thinking must remain unfettered and imaginative.

The value and exceptional quality of dramatic improvisations are well known to present-day teachers of acting. If short improvisations of a dramatic nature can be compelling theatre in the classroom, is it not reasonable to assume that it may be possible to create entire plays of worthwhile value for a larger audience?

Conventional theatre habits have required the written drama, in order that a play might have repeated performances and a maximum number of people might have the opportunity to witness a play. Television usually does not require such repetitions. Why this is so is dramatically illustrated by Sylvester L. Weaver, who as President of the National Broadcasting Company said:

Today in the television industry, hundreds of artists . . . express their individual talents before audiences so vast that an average-sized Broadway theatre would need to present the same attraction eight performances a week for nearly a quarter of a century to reach an equal number of home viewers watching a single program.¹

If, though, a second or third performance of an Improvised Drama were necessary, the kinescope film recording of the original should suffice. Such kinescopes might also provide an "insurance backlog" of entertainment that could be used in the same manner as Hollywood's old movies have been used.

Assuming that through research and experimentation ways can be found to train troupes of actors to improvise complete plays, would it then be possible to televise them?

To do so some relaxation of the present artificial and arbitrarily imposed time limits would be necessary. One could hardly expect actors to improvise plays that would time exactly to twenty-three minutes and forty-five seconds. However, it is not impossible to conceive of a

well trained, experienced company of players who could improvise successfully within certain fixed limits, but definitely not to the precise stop-watch extent now practiced.

But more important is the question of the multiple technical requirements of the medium. Would they make Improvised Drama an impossibility? Obviously the drama of a football game, political convention, or a United Nations debate is not hampered by TV's technical requirements, and neither should the presentation of plays be so encumbered. In fact, an investigation by this writer into the techniques of TV play directing revealed as one of its major conclusions that the technical aspects of the medium have been emphasized out of all realistic proportion and that actually they are far less important in the presentation of good drama than even members of the industry believe.

Take, for example, the opinion of Richard Schneider, who has been the overall director of N.B.C.'s *Wide, Wide World*. His view is of special significance, for the program which he directs may emanate from as many as three, four, or even a half dozen studios as well as from six or seven location spots as remote as the Bahamas or Oregon. At Mr. Schneider's command are upwards of from forty to sixty television cameras. Probably no other single directing chore in television has had so many cameras or so great an amount of technical and electronic equipment to use. Mr. Schneider emphatically deflates the mythical balloon of technical importance by writing, "A good show, well directed, can be played on one camera and be as good as a cut for a cut's sake just because you have three or more cameras and feel you have to use them."

Technical and electronic problems encountered in presenting Improvised Drama could probably be solved without too much difficulty. So the technicalities of the medium should not be considered as an insurmountable burden.

The basic problem television will certainly face in the near future can be solved. Creating enough new and varied programs of worthwhile value to the viewer will be an increasingly important task. Hollywood will probably come to TV's aid by increasing the number of films made for telecasting. However, it will be the live telecasts upon which the industry will need primarily to depend. There are significant reasons why this is so. Economic factors are important. Film production is costly and time consuming. More important, though, is public taste and behind that is the quality of programs. Why in the future television will increasingly depend upon the live drama to fill the many hours of telecasting is forcibly presented by Mr. Jack Gould, television critic for *The New York Times*, who wrote:

One reason why the dramas have survived the TV storms — the two-hour, full-length drama is just around the corner — is because in terms of quality they have been the pacesetters of TV. Other
(Continued on Page 22)

¹ Robert J. Wade, *Designing for TV*, 1952, p. 15.

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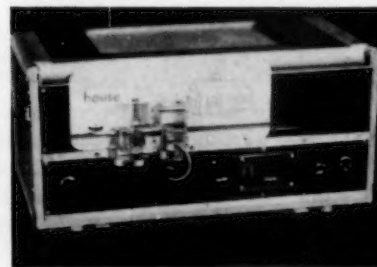
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Speech Training and the Naval Air Intelligence Officer*

By Edwin F. Lefkowitz

Dr. Lefkowitz (Ph.D., Penn State) is Ltjg., AIO, with Fighter Squadron 121, of the U. S. Pacific Fleet Air Force.

FOUR JET AIRCRAFT speed away from the carrier and head for their target. Below deck in the pilots' ready room other pilots are getting into their "G" suits, while the Air Intelligence Officer rearranges his graphics for the next briefing. What part does this Air Intelligence Officer play in the success of the squadron's operations? He doesn't fly a plane — never fires a bullet or drops a bomb, but he is as important as the men who do. He is a specialized kind of public speaker who translates intelligence data into operational orders. Because successful Naval Air Operations are closely dependent on the skilled use of speech, the Air Intelligence Officer helps to turn what could be a haphazard strike into a well-planned, well-executed mission.

When I enlisted in the Navy as an Air Intelligence Officer (AIO) after completing my Ph.D. in Speech, I was uncertain as to how much direct value my background in public speaking would be. This uncertainty was quickly resolved by the degree to which the Naval Air Intelligence school emphasized effective communication. As a prospective AIO I gave many practice briefings. Through this practical training I learned how to cope with the specialized speaking situations that I would encounter in the Navy, and at the same time I became more familiar with the various intelligence materials at my disposal.

The preoccupation with speaking ability by the Intelligence schools becomes less surprising after it is learned that Intelligence is viewed as a continuous cycle consisting of three phases: collection, evaluation, and dissemination. Although the collection and evaluation phases have received more publicity through the dramatic "cloak and dagger" stories, the dissemination phase is of equal importance. Even if Mata Hari were procuring data, and Sherlock Holmes were processing it, all this work would be useless if the completed intelligence were not communicated effectively to the people who would need to know it for the success of the operation.

After this cram course in speech, the AIO is assigned to his squadron, ship, or staff. His crowded speaking schedule makes him appreciate this additional training he has just received. What types of briefs does he give?

* The opinions and assertions contained in this article are the private ones of the author and are not to be construed as official or reflecting the views of the Navy Department or the Naval Service at large.

They can be broken down into five major types. The most important is the *mission brief*. Although it is peacetime, there are enough practice simulated missions to bring the Air Intelligence Officer and the pilots up to acceptable efficiency. The AIO draws his information from the detailed operation order and his intelligence sources. He then briefs the pilots on such subjects as: the description of the target, the capabilities of enemy aircraft and defenses, the communication plan, and the emergency procedures. The crucial nature of this information is obvious. In peacetime the AIO's briefing mistakes are pointed out in the post-mission debriefing interview; in wartime these same mistakes would result in disaster.

Another area includes a continuing series of *speeches on current events*. The Navy wants its pilots well-informed on world affairs. A third type of speech is the *recognition lecture*. The AIO briefs on the identification and capabilities of the aircraft and ships of the world. The rigid standards require 100% recognition of aircraft as pictures of them are flashed on the screen for 1/50th of a second. Such proficiency is required because in combat the pilots will be called upon to make these split-second identifications.

The Air Intelligence Officer also conducts a *familiarization program* in the many fields of *operational Air Intelligence*. Such subjects as security, photographic interpretation, escape and evasion, survival, Atomic warfare, and Atomic-Biological-Chemical defense are discussed. When additional time is available the AIO lectures on the fifth area, *strategic intelligence*. In regard to a country of interest, he would speak about its history, military geography, sociology, politics, economics, transportation, communication, scientific developments, and the estimated strength of its Army, Navy, and Air Force. Anyone less than a capable speaker would be overwhelmed by this imposing curriculum which must be covered during each training cycle.

After I was assigned to Fighter Squadron 121, I discovered that part of my speech training was just beginning. Many of the theories that I had learned and understood took on additional meanings in this new context. One of the most curious phenomena was the necessity for acquiring a new vocabulary. Most of the junior officers come into the Air Intelligence program during their first tour of duty, and the combination of Navy jargon, aeronautical terms, abbreviations, aviation

slang, and foreign words seems like a new language. Imagine overhearing a pilot say, "I was acute on the perch and had to pull through hard and lose all my Mach which made me slow at the reversal, and then I had to put the pipper on the bar and all my hits were too long." (Translation: I had a bad day in gunnery.) Or how about listening to the LSO (Landing Signal Officer) tell a pilot, "You were a 'sukoshi' fast at the 90 and overshot, then after line-up the meatball must have shot out the top of the mirror because you bolt-ered." (Translation: Your carrier landing was unsatisfactory.) Once this language is mastered, the AIO finds that his communication effectiveness in the squadron is increasing; but he also finds that he is misunderstood more frequently by his unenlightened civilian friends.

Another factor of interest is the physical spaces in which the AIO gives his briefings. In college most of the classrooms are fairly uniform; but in the Navy the quarters vary from sumptuous lecture rooms with hidden projectors and sliding map cases to cluttered ready rooms aboard ship. The shipboard situation tends to test the ingenuity and perseverance of the AIO. Often he finds himself in the position of speaking in a room used also as a dressing room and a squadron duty office. With these conflicting activities, it is necessary to have a well-organized brief with much internal repetition, and, perhaps more important, an adequate set of lungs for shouting.

Another speech concept that has become more meaningful is audience analysis. Although the aviators in the squadron appear to be a homogeneous group, in actuality they range from combat-experienced veterans to recently commissioned pilots. If the remarks were directed to the veterans, the new pilots would remain uninformed. If the speeches were aimed at the junior officers, the senior pilots might become bored. The AIO has to plan carefully in order to communicate effectively with everyone. Another factor to consider in audience analysis is security. Security requires that each person should receive only the intelligence material that he needs to know for the satisfactory completion of the assigned flight.

In two areas crucial to speech, visual aids and research, the AIO is in a very advantageous position. His materials for visual presentation are practically unlimited. He has every form of projector, many Navy prepared charts, all the raw materials for making his own graphics (lettering sets, maps, paints, poster boards, etc.), and usually he has experienced personnel to help him in the production of the visual aids. For research purposes the Air Intelligence Officer holds many intelligence publications and can also use the larger intelligence libraries of higher commands. Therefore, most of his source material is readily available. A point to be made in regard to research is the necessity for long-range planning prior to deployment aboard the aircraft carrier, because after deployment the walk to the nearest library is a wet one.

The AIO can rapidly improve his speaking ability during his experiences in Air Intelligence, and, in turn, Air Intelligence will profit from his increased effectiveness. Poor communication of intelligence data may easily result in failure in the mission. When a pilot violates security practices because of misunderstanding, when he gives away the task force position by faulty communication doctrine, when he does not recognize an aircraft as unfriendly, when he fails to evade the enemy because of lack of information, or when he attacks and bombs the wrong target, the trouble might be traced to an inefficient job of communication by the AIO. But when an Air Intelligence Officer through effective speech transmits the vital information to the proper personnel, then the intricate Naval machinery, in which the AIO is an integral cog, functions smoothly and efficiently.

If Irving Lee Were Here?—

(Continued from Page 16)

FOOTNOTES

- ¹ Wendell Johnson, "Irving J. Lee: Biographical Summary," *ETC: A Review of General Semantics*, XII (Spring 1955), p. 167.
- ² Irving J. Lee, *The Language of Wisdom and Folly* (New York: Harper and Brothers, 1949), p. xix.
- ³ Irving J. Lee, *Language Habits in Human Affairs* (New York: Harper and Brothers, 1941), pp. 1f.
- ⁴ Irving J. Lee, "General Semantics and Public Speaking: Perspectives on Rhetoric Compared: Aristotle, Hitler and Korzybski," *Papers from the Second American Congress on General Semantics*, ed. M. Kendig (Chicago: Institute of General Semantics, 1943), p. 332.
- ⁵ Lee, *Language of Wisdom and Folly*, pp. xviif.
- ⁶ Irving J. Lee, "General Semantics: A Study of Some Obstacles to Human Understanding," *Book Bulletin of the Chicago Public Library*, XXXII (April 1950), p. 64. (The emphasis not in the original.)
- ⁷ Lee, *Language Habits*, p. xx.
- ⁸ *Ibid.*, p. xxiii.
- ⁹ *Ibid.*, pp. xvf.
- ¹⁰ Irving J. Lee, "Evaluation: With and Without Words," *ETC: A Review of General Semantics*, III (Spring 1946), p. 195.
- ¹¹ Irving J. Lee, "The Adult in Courses in Speech," *College English*, III (November 1941), pp. 174f.

IMPRO-DRAMA—

(Continued from Page 19)

program forms have largely either stood still or deteriorated but the drama has steadily forged ahead.²

To forge ahead with a realistic and positive attitude, the television industry as well as theatre minded educators may well have to give some practical considerations to, first, research and experimentation in the area of Improvised Drama; and, second, the training of actors capable of improvising complete dramas. Such "Impro-Drama" may be a most significant new contribution to theatrical entertainment and a life saver to the television industry.

² Jack Gould, "No-Period Pieces," *The New York Times*, Dec. 11, 1955, p. X17.

ONE MAN'S OPINION

THE EDITOR HAS RECEIVED several spirited replies to printed articles expressing vigorous opinions which the replier feels moved to refute. Of course this could be avoided if all articles are written (or edited) in a vein of platitudinous insipidity. We feel our readers like to have the authors rear back and pour out what they most deeply feel — and in this connection we are glad to have the following letter from Prof. Arthur N. Kruger, of Wilkes College:

"Regarding the matter of 'replies' to articles, wouldn't you say that most articles, are in a sense a reply—if not to a particular article, at least to a prevailing point of view or to what the writer might consider a prevailing misconception? The fact that several of the articles which have appeared in *Today's Speech* have elicited replies seems to me a healthy sign of (1) that they are being read and taken seriously—which is more than can be said of articles in many other academic publications—and (2) that they deal with vital aspects of speech and not with "dead, academic" issues. And, of course, not only does the note of controversy add interest but it is one of the best means, I believe, of arriving at the truth concerning matters that are not subject to empirical verification—which most of the important matters of our society (political, social, economic, etc.) are not. So my own view would be to include articles which stimulate thinking and encourage replies. As an editor, you perform a real service, I feel, by providing such a forum for the interchange of different points of view. I for one applaud you and hope you will continue making *Today's Speech* the readable, vital, and unique magazine you have made it. Incidentally, you'll be happy to know that I've drawn on a number of articles which have appeared in *Today's Speech* for use in my classes."

PLUMS AND PLAUDITS

From Mrs. James Wily, of Bethlehem, Pa., a most welcome letter: "Here I am again with more subscriptions to *TODAY'S SPEECH*. I am taking the Effective Speech Course again with Professor Davis at Lehigh University. Our assignment was a talk on any subject and I chose *TODAY'S SPEECH*. I offered to write and order subscriptions for those interested, and out of the thirteen in the class I received orders for ten subscriptions. My check for \$15 is enclosed." Our thanks to Mrs.

Wiley — and a wishful glance over our shoulders to all our other friendly subscribers who could (and mayhap will) do likewise!

And from Prof. I. G. Morrison, of Phillips University, Enid, Okla.: "We have 16 members (in an experimental class) that appear to be enthusiastic over the prospect of making use of current thinking as found in *TODAY'S SPEECH*. So I'm going to send up a trial balloon. Enclosed is my personal check for \$8.00 to cover a semester of student subscriptions, including the January and April issues. It would appear to me that each will get his money's worth of good out of the January issue alone."

"Personally, I have been highly pleased with each issue. You are doing an exceptional job in your spread of interests. As the years pass by, I can see a great future for the publication. I only wish that the other divisions within the S.A.A. would approximate its scope and influence."

The President of the Maine Speech Association, Miss Carol E. Prentiss, writes, "We would be more than glad to have a display of *TODAY'S SPEECH* (at our annual Convention). . . I agree with you as to the value of *TODAY'S SPEECH*. I have used many articles from it in my senior speech class." And from Inez E. Hegarty, Secretary-Treasurer of the New England Speech Association: "The Executive Board voted to send \$15 toward sponsorship of *TODAY'S SPEECH*. We also send our best wishes for the enterprise. . ."

Marjorie Rosenberger, of the Cincinnati, Ohio, Withrow High School writes: "I have just received a copy of *TODAY'S SPEECH* and am delighted with its practical approach to high school speech class problems. I would like to have all the back issues which are still available. . ."

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believe TODAY'S SPEECH is making great strides, and I am particularly impressed by the attitude of obtaining a non-academic circulation. If I can ever be of any assistance to you or the magazine, please do not hesitate to call on me." Well, Dave, the best assistance is to bring TODAY'S SPEECH to the attention of as many of your "non-academic" friends as possible! All the evidence we can get indicates they will be grateful for being introduced to it. Our present subscribers are far and away our best circulation staff!

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The Integrity of the Listener

By Richard Henry

This article is a condensation of a sermon preached by Rev. Richard Henry, of the First Unitarian Church, Denver, Colorado, making a point that is basic to all human relations.

I SUPPOSE THERE ARE few more painful experiences, from a psychological point of view, than that of being unable to understand an individual with whom one wants badly to communicate successfully. Any parent of a pre-verbal child has known the humiliation of being sought out by his little darling, and treated to a torrent of verbosity, not one syllable of which makes the slightest bit of sense to him, although it's patently obvious and IMPORTANT to the child — with the result that both parent and child feel the hopeless injustice of the Fate that made communication among human beings depend upon being verbal. All of us can sympathize with the youngster depicted in the cartoon, hands on hips, confronting his astounded parents with the words: "Now that I've learned how to talk, there's a few things I'd like to get off my chest."

There has been much discussion of this business of successful communication in recent years with the increasing realization of the crucial role which language barriers play in thwarting our concourse with one another, and inhibiting our mutual understanding. A whole series of disciplines has developed as a result of such study. Semanticists have their journals, schools of business administration give courses in linguistics and communication, schools of public administration require acquaintance with the role which language plays in enhancing or inhibiting the process of getting the job done. Probably never in man's history has he been so conscious — so self-conscious — about the importance of his ways of thinking and ways of communicating his thoughts to his fellow-men.

I

Successful communication is a function, not only of agreement on the meaning of words or phrases; it must take into account the fact that there are patterns of thought and meaning that condition one's reactions to the statements of others. Good communication results in understanding if one is aware that the same words mean different things to different people, depending upon their experience and their patterns of thought and conception. Words, — we might say, — have no intrinsic, or only a very limited intrinsic meaning; their meaning is largely determined by the context within which they appear. And that context is at least a two-dimensional one: the context of the speaker, and the context of the listener, — each of them slightly different.

You know the old story about the lawyer, sent to the west coast to represent a corporation in a somewhat shady transaction, who, following the trial, wired his New York firm: "Justice has triumphed!" whereupon his senior in the firm wired back: "Appeal at once." Justice, in this instance, apparently had two entirely different meanings to the participating lawyers. The context within which they were thinking about the term — although each was reacting to the same identical phrase — made every difference in the world as to how they saw the situation and what they felt had happened.

But we have to consider, not only the nuances of meaning of different languages and the specific context within which words are used to convey meaning to others: the manner in which words are used also has an important bearing on the success or failure of communication, the emotional tone of the speaker and the attitudes his tone conveys to the hearer. When disagreement occurs between two people trying to communicate with each other, it is important to look, not just at the disagreement itself, but also at the mood in which it is expressed. One student has concluded about disagreement that it can be "creative or disruptive depending for the most part on the assumption which a disagreeer makes about the character and capacity of those with whom he differs." If you express a point of view or a conviction about a certain problem to another and his expressed disagreement gives you the impression that he considers you woefully ignorant or mis-led, he has failed to communicate successfully.

Of course, this is a two-way process: one may misinterpret the emotional overtone or undertone of another, may attribute attitudes or judgments to him that are far from his thought — but the point is, there is more to successful communication than verbal agility. For understanding to result, there must be sincere effort expended, in the process of communicating, to enter genuinely into the emotional life of the other person. Harry Stack Sullivan was getting close to the point when he said: "In dealing with students, with patients, or with any group or nation the first step is to see the world through their eyes, to enter into what they are trying to do, however strange their behavior seems. Genuine communication is impossible on any other basis." Psychologists have coined a word to describe that process: they call it "empathy," — the process

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of putting oneself genuinely into the other person's place, of seeing with his eyes and feeling with his feelings the shape and flavor of the world.

It is this quality, this emotional dimension of the process of successful communication that is so often left out in discussions of the problem, and yet is so vitally important. We too often consider it a wholly intellectual, cerebral affair, when perhaps the most important ingredient is its emotional dimension. I wonder if we can't say that the aim of real communication is a kind of communion with the other person, a sharing of one's self and an appreciation for the other which affirms the integrity of each. Real understanding comes, we might say, when there's an unspoken agreement that each recognizes the right to self-hood of the other, a self-hood which is unique, and accepted and rejoiced in as such, — and further, which eagerly desires to know the other more fully and deeply than he does before the process of communication begins.

II

Man *is* a communicating animal, and much of what he achieves of an understanding of others depends upon the degree to which he can articulate his thoughts and feelings, — but if he lacks the desire for genuine communion, if he has little concern for others as individuals in their own right, no amount of verbal skill can make up for the deficiency.

The charm which one encounters in some of the most entertaining and skillful parlor conversationalists is occasionally neutralized by just such a lack of appreciation for the integrity of others as individuals in their own right. You have run into it, no doubt, — all of us have on numerous occasions. It shows itself in the reactions of people to an individual who tells a joke that falls flat, or starts to relate an incident whose conclusion he suddenly finds he cannot remember; or makes an inappropriate remark, a social *faux pas*. How others in the company handle such a situation is often indicative of the genuineness of their concern for the integrity of people. They may try deftly to shield the blunderer from having to suffer more than is necessary the consequences of his blunder, or they may lapse into silence, search the faces of other members of the group, make covert gestures of lip or shoulder or eyebrow, thereby indicating their lack of concern for his feeling of self-hood and adding, as we say, insult to injury.

You will note that more than mere acceptance of others is implied in this matter of empathy, — far more than tolerance is involved. You must genuinely wish for the other person his own utmost self-fulfillment. Your concourse with him must communicate that desire, or it will fall short of what he has a right to expect from you. And this means an affirmation, not of the self you wish he were, but of the self he is. It means relinquishing the image of the other person that you've created in your own mind, and looking at the genuine self that person-with-whom-you're-trying-to-communicate *IS*.

And that's probably one of the hardest things you could ask of anybody! — realistically to see another person apart from the subjective image of him which past experience has helped us create. To a degree it's an impossible request: all of us help create an image of ourselves in the minds of others by the things we say and do over the period of our acquaintance with one another; our roles define the image further, and our occupations, and so on. With long acquaintance one cannot help coming to the point of anticipating the other person's reactions to such-and-such a problem or situation, of having hunches about what he will think or do or say under certain conditions. Predictability is the necessary cement that makes satisfying relationships with others possible.

But we need to beware lest this habit of anticipating the feelings and thoughts and moods of others fails to allow for their growth. William James once warned his students about this weakness in our counting too heavily on others' predictability: "Most of us grow more and more enslaved," he said, "to the stock conceptions with which we have once become familiar, and less and less capable of assimilating impressions in any but the old ways. (He was speaking about our perception of things, but the comment applies equally cogently to people). Old fogyism, in short, is the inevitable terminus to which life sweeps us on. Genius . . . means little more than the faculty of perceiving in an unhabitual way."

And it is this kind of genius, I submit, that all of us need if we are to come to any genuine understanding of one another . . . the kind that, while relying on a certain amount of predictability in their behavior, nonetheless at the same time also allows others the opportunity to come up with a different reaction from the one we'd anticipated, which even expects it and waits eagerly for the novel insight, the unexpected reaction, the totally fresh and original response to a new experience. If our expectations of one another allowed for this kind of growth, expected it to be a normal, rather than an unusual characteristic of our fellow-human-beings, how much richer and more exciting our association with one another would be! But the images we hold of one another usually get in the way of that sort of real communion, — images created either from long experience which says, with Ecclesiastes, "There is no new thing under the sun," I can't expect this person to behave in any way but the way he's behaved in the past under similar circumstances — or images which are a figment of our own imaginations, which cast others in a mold of the person-we-wish-they-were, but which does violence to the selves they really are.

III

On a recent evening I was obliged to have dinner in a restaurant in town. There were three couples sitting in booths around mine — one I should say around 30, a second couple in their early forties, and an older man and wife in perhaps their middle sixties. Through-

out the entire dinner hour, there weren't three sentences that passed between any of these three couples! Not three sentences. They sat, all of them, in utter silence, eating the food before them and staring either at the table-cloth or into empty space, — perhaps occasionally at each other. But there was not the slightest suggestion of a conversation between any of them! I could hardly believe my eyes.

I began searching for what conceivable reasons there might be for such total lack of communication between them. Could it be, I wondered, that they had lost interest in one another, that they had nothing more to say, — that each thought he knew what the other felt and thought so completely that all communication was pointless? Or could it be, perhaps, that each had had an image, during courtship, of the mate he had hoped to marry, had tried for ten, twenty, forty years to convince himself that this was, indeed, the person with whom he was living, but finally became disillusioned, — discovered that he or she was irretrievably joined with someone other than the person he'd conjured up in his imagination as his ideal mate, and so resigned himself to his fate — without considering that possibly

he'd got a better bargain than he'd originally looked for? Those three couples' total lack of communication may have had some other meaning — and I'd be the first to admit that silence itself can often be an important kind of communion — but the curious fact of their unanimous silence disturbed me considerably.

If you haven't the genuine concern to know another person as he actually is, rather than the person you wish he were, or have decided in terms of past impression he always will be — if you can't see him as a unique personality whose capacities for feeling and thinking and experiencing are constantly changing, growing, developing into something new and fresh and exciting — then the parade of our mutual life will get lost in the dark, and following the wrong god home we'll miss our star.

Genuine understanding among men is dependent, above all else, on this willingness, this *eagerness to affirm the integrity of others*, to insist on its value and importance and right to fulfillment. There is perhaps no more difficult discipline, — or art — for a human being to master, but upon that thread hangs the fate of mankind.

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ALL HAIL THE COLLECTIVE EGO

By Ben Padrow

Mr. Padrow, of the Portland, Oregon, State College, issues a challenge, in a spirit of good will, which all who teach (or value) Speech will be interested in examining.

IT HAS OFT BEEN SAID, and aptly so, that when one person talks to another whose viewpoint is identical to his own that it is like talking to himself. It is much like rocking a chair. It keeps you busy but gets you nowhere. It is like hearing your own voice echoed in a canyon—pleasant to your ear, good for your ego, but of no real value. This echo effect, it seems to me, is exactly the one we Speech people are getting from educational administrators in regards to our programs in Speech education. The Speech men hear one another and the administrator hears nothing.

It is to be wished, perhaps, that the foregoing is merely a personal opinion. Unfortunately, this does not seem to be the case. Recent discussions with some sixty to seventy college administrators in one of our western states seems to indicate that we in Speech have failed to communicate.

Certainly, it cannot be said that administrators have formulated any clear-cut philosophy of ethical Speech education when one hears the following remarks from various administrators.

"Actually Speech is merely salesmanship." "What you're really trying to do in Speech is sell yourself." "I guess Speech is all right, but don't you think that teaching it should be reserved for those few who can profit from it?" "I am not really sure Speech training is valuable for everyone." "Just a bag of tricks — get the basic techniques down and you have it." "Don't know that a Speech teacher really has to be a good speaker — look at this physics man; can't speak at all, but a darn good teacher." "What's wrong with having forty students in a Speech class? The English and History classes seem to do all right with this number."

If these varied statements do not give pause for concern then it behooves us to examine the place of Speech education in the curriculum and remember that it is the administrator who puts it there.

- (1) In many schools Speech education still has an incidental place in the curriculum. It remains the stepchild to English and is often taught by anyone who is available.

- (2) Speech education is still regarded as a luxury area. It is very often the last course added to the curriculum and the first course dropped when things tighten up. Like a frosting on a cake, it is nice if you can have it but not really essential.
- (3) Co-curricular activities such as forensics and the Speakers Bureau are either dispensed with completely or used solely as a public relations vehicle.
- (4) The use of Speech tests for finding the defective students is rarely thought of and when suggested is pushed aside for lack of time and/or personnel.
- (5) Speech as a required subject is almost a laughable idea in the minds of many administrators who are quick to remind you that students are busy enough without having to waste their time in essentially non-substance areas.

Before the reader of this article is inclined to brush aside the foregoing, I would ask him to pause a moment and consider the following questions!

- (1) When was the last time that you saw an article written by an administrator touching on *his* philosophy of Speech education?
- (2) Have you attended a recent Speech conference where the administrator's point of view was represented?
- (3) What attempts has your department made to establish rapport with the School of Education in your institution?
- (4) When was the last time that you hid behind your "scholarly" dignity and vehemently criticized administrators and schools of education?

These questions are attempting to point out:

- (1) That we in Speech education have failed to realize that beyond our service function, our prime purpose is the training of teachers.

- (2) That inevitably our students must go on to take education courses. If we don't attempt to understand the professional educator's point of view, he will reciprocate in kind.
- (3) That departments and schools of education turn out our teachers and administrators and they are the ones who will decide our destiny.

In a word — if you can't beat them — join them!

It would be naive to recommend a specific course of action. Each case must be dealt with individually. Perhaps in the final analysis, answers to the previous questions may provide a way. In any event, the problem exists. Agreeing amongst ourselves that all is well and that a problem does not exist may be good for our collective egos, but it is not the case. All we are actually hearing is the sound of our echoes in our own ears.

Perhaps our reward for the missionary spirit will be the remark one administrator made after a discussion of the problem:

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Today's Speech Books

IN REVIEW

By Arthur Eisenstadt

FROM THE BROAD AREA of human communicability comes a provocative and arresting work which reminds this reviewer of some of the brilliant observations of the late Irving J. Lee. It is titled *Your Most Enchanted Listener*, and in it Wendell Johnson probes again the personal and inter-personal problems which arise from semantic misunderstandings. An illustrative passage is: "We differ most wonderfully from all un-speaking creatures when we are conscious of words and what we do with them and because of them . . . the magic of symbolic communication transforms men into humanity." Dr. Johnson's thesis is that much of our frustration, insecurity and unrest comes from our inability even to think, let alone transfer, in clear, accurate fashion. What we can do about this lamentable situation is given in terse and general terms — learn to speak up, to check up, to listen carefully, to be honest and forthright in self-examination and in communication. Ideationally, here is a book for the thinker and the earnest student of living language.

One facet of this problem — the proper use of speech — is supplied in the form of a revised edition of *Speech Handicapped School Children*, by Johnson, Brown, Curtis, Edney and Keaster. The earlier edition met with wide and well-deserved approval; the new one should do the same. Materials for the use of either speech correction majors or classroom teachers in schools lacking speech therapists are supplied. The major divisions are The Clinical Point of View, Disorders of Articulation and Voice, Stuttering, Retarded Speech Development, Hearing, and the School Remedial Speech Program. Various sections have been brought up to date and expanded where necessary. In breadth of scope and author calibre, this publication is difficult to match. Both the tyro and the experienced teacher should find this a serviceable and meritorious work.

Every so often, a publication appears in which the information is presented so plainly and naturally that the subject matter looks disarmingly simple. Then a closer examination reveals that excellent organization and language have mastered a highly complex and intricate matter — "the artfulness which conceals art" applied to education. Such a work is the *Handbook of Speech Improvement* by C. K. Thomas. A short introduction acquaints the layman with the basics of phonemic theory, the phonetic alphabet, and the fund-

amentals of American dialectal variation. The placement and production of consonants, vowels and diphthongs, together with ample practice word and sentence material comprise the balance of the handbook. With rueful agreement, one reads, "The student should not assume that teachers and professors necessarily constitute the best models," and the candor and accuracy of this statement characterizes the author's vigorous and clearcut approach throughout. For compact, explicit treatment of applied phonetics, the *Handbook* will prove most efficient.

To the formidable question, "What makes American broadcasting what it is?", Sydney W. Head of the University of Miami directs his talents in *Broadcasting in America*. Basic to his work is the concept that broadcasting, which here embraces AM, FM, and television, requires a synthesis of skills and data from somewhat disparate fields. The author discusses the Physical Bases of Broadcasting, Origin and Growth, Economic Factors, Social Control and an Evaluation of Broadcasting Service. The reader will find governmental versus self-regulation, agency control over programming, and the current UHF and color controversies lucidly treated. In addition, a comparison of radio, television, and motion-picture codes, and bibliographical notes are appended. Head's breadth of perspective and his triune approach to the social, political, and economic aspects of his field seem both sound and commendable. His text should furnish both pleasure and profit to the reader.

For many years, teachers of public address have used Oliver's *Psychology of Persuasive Speech*, either for textual or reference purposes. Good news is the appearance of a rewritten and refurbished second edition. Actually, it is more than a revision, for it includes sections from both the first edition and his later work, *Persuasive Speaking: Principles and Methods*. By these means, theory and application are more useably combined in one volume. The author reiterates the key views of his first editions: a course in persuasion is logically an advanced course in Speech, persuasion is the motivation of human conduct; it is also "the process of leading auditors voluntarily . . ." Motivation in Human Affairs, Principles of Persuasion, Modes of Appeal, The Speaking Process, and Forms of Persuasive Speeches are the major divisions of the new text. Style and development are treated as an integral part of other chapters. By means of quotations, diagrams, and

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Delightfully illustrated by Joan Clarke. Recommended for use in the classroom and speech clinic, this book will also be helpful to mothers of small children for speech correction at home.

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sub-section headings, the readability and vividness of the material are substantially enhanced, while Oliver's writing style puts one favorably in mind of Winan's "conversational mode." College students should find *Psychology of Persuasive Speech* a worthwhile excursion into the complex realms of psychology, logic and applied human relations.

We close our review with mention of materials from somewhat different fields — educational psychology, for one. Moustakas' *The Teacher and The Child* is an absorbing description of the growing interpersonal relations between pupils and teachers as gleaned from tape recording and detailed class records. The successes and failures of various mental hygiene and psychotherapeutic procedures are presented and analyzed, and students of the crosscurrents of group dynamics will find much to think about. For those who would understand children in school and how best to reach them, *The Teacher and The Child* should be read — several times. On a simpler plane, but highly useful nonetheless, are class activity books such as the *Speech Practice Book* by Brazie, which abounds in test jingles, group speech games and helpful correction techniques.

For many years, the teaching of reading has been augmented by ingenious visual devices. Some of these materials lend themselves splendidly to the efforts of the speech correctionist. Among the best known are the Dolch reading readiness games, such as *Picture Readiness* (a picture lotto game), consonant and vowel lotto, and *Take*, a card game with pictures and sounds. The Milton-Bradley Company has a phonetic game called *Quizmo*, another named *Picture Word Builder*, and a versatile and attractive *Phonetic Word Wheel*. There is a *Dearborn-Johnston Reading Kit* which contains variations of the foregoing as well as some extremely colorful picture books for children, and the *McCormick-Mathers Phonics Cards*. And finally, a new group in the mid-west called Go-Mo Products is marketing a complete set of speech correction aids, including neck-rest mirrors, test record forms, hand puppets, and other speech helps.

In over-view then, the field of speech has its active workers and producers in many areas — drama, interpretation, public speaking, discussion, semantics, phonetics, and speech correction — as has been here briefly reported. Our profession can justly proclaim the proud motto: "we grow as we go."

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VISUAL AIDS

For many years, the teaching of reading has been augmented by ingenious visual devices. Some of these materials lend themselves splendidly to the efforts of the speech correctionist. Among the best known are the Dolch reading readiness games, such as *Picture Readiness* (a picture lotto game), consonant and vowel lotto, and *Take*, a card game with pictures and sounds. The Milton-Bradley Company has a phonetic game called *Quizmo*, another named *Picture Word Builder*, and a versatile and attractive *Phonetic Word Wheel*. There is a *Dearborn-Johnston Reading Kit* which contains variations of the foregoing as well as some extremely colorful picture books for children, and the *McCormick-Mathers Phonics Cards*. And finally, a new group in the mid-west called Go-Mo Products is marketing a complete set of speech correction aids, including neck-rest mirrors, test record forms, hand puppets, and other speech helps.

Dolch, E. W., *Picture Readiness Game* (and others).
Champaign, Ill. : The Garrard Press.

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Mass. : Milton Bradley Co.

Dearborn-Johnston, *Reading Kit*. N. Y. : Simon and
Shuster.

Phonics Key Cards. Wichita, Kan. : McCormick-Mathers
Printing Co.

Goslen, D. G., and Mooers, R. W., *Go-Mo Products*,
Waterloo, Ia., Box 143.

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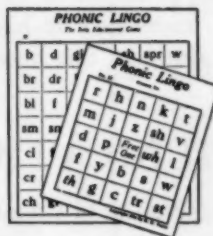
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